

## Summary of the Committee's Initial Thinking For Materials (Oct mtg)

The overarching goal is to find math materials that are **high-quality** (conceptually deep, coherent, and well-paced), **supportive of all students** (differentiated and intervention-ready), and **sustainable for all teachers** (built-in PD and clear implementation guidance).

### Instructional Design and Quality (The "What")

- **Coherent Learning Progression** *within* and **across grade levels** (vertical articulation).
- **Conceptual Depth & Pacing:** **adequate time** to **conceptually understand a topic** before building procedural fluency and that highlights the **big ideas**
- **Purposeful Practice & Tools:** Look for **relevant practice**, includes **fluency development** and opportunities for **immediate feedback**. Materials should also feature the **integration of math manipulatives and tools**.
- **Inclusion of Multimodal Approaches:** Allows students to access and express their understanding in **multiple ways**.

### Differentiation and Intervention (The "Who")

- **Differentiation Built-In:** Must have **intervention built in** to support student learning.
- **Scaffolding for All:** Materials must include **strategies and scaffolds** designed for a **diversity of learners**, including **scaffolded supports for multilingual students**.
- **Tier 1 Core Instruction:** The materials must support the goal that **everyone gets Tier 1 core instruction**, allowing teachers the necessary time for **meaningful learning, differentiation, and interventions**.
- **Flexible Engagement:** The curriculum should offer **flexibility** in how students engage, providing options to **work in a group and also to work alone**, accommodating different student personalities.

Mathematics Teaching Practices	Does the Curriculum...
<b>Establish mathematics goals to focus on learning.</b>	<ul style="list-style-type: none"> <li>● Have clear daily and unit goals</li> <li>● Include an intentional learning progression</li> </ul>
<b>Implement tasks that promote reasoning and problem solving.</b>	<ul style="list-style-type: none"> <li>● Engage students in solving tasks that promote reasoning</li> <li>● Include student discourse</li> <li>● Include multiple entry points for students to access the curriculum</li> <li>● Allow for multiple solutions for a problem</li> </ul>
<b>Use and connect mathematical representations.</b>	<ul style="list-style-type: none"> <li>● Focus on students making connections with multiple mathematical representations</li> <li>● Build conceptual understanding of math concepts, procedures and tools</li> </ul>
<b>Facilitate meaningful mathematical discourse.</b>	<ul style="list-style-type: none"> <li>● Include opportunities for student discourse</li> </ul>
<b>Pose purposeful questions.</b>	<ul style="list-style-type: none"> <li>● Include purposeful questions for teachers to ask students</li> </ul>
<b>Build procedural fluency from conceptual understanding.</b>	<ul style="list-style-type: none"> <li>● Include conceptual understanding of math concepts</li> </ul>
<b>Support productive struggle in learning mathematics.</b>	<ul style="list-style-type: none"> <li>● Provide opportunities for productive struggle</li> </ul>
<b>Elicit and use evidence of student thinking.</b>	<ul style="list-style-type: none"> <li>● Include opportunities for students to show their work</li> <li>● Include opportunities for students to explain their thinking</li> </ul>